DOCUMENT RESUME

ED 234 536 EC 160 403

AUTHOR Gilbert, Michael B.
TITLE An Enrichment Program for Migrant Students: MENTE/UOP.
PUB DATE Nov 82
NOTE 59p.; Paper presented at the Council for Exceptional Children Conference on the Bilingual Exceptional Child (Phoenix, AZ, November 1, 1982).
PUB TYPE Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; *Enrichment; *Gifted; High Schools; *Migrant Youth; Program Descriptions; Self Concept; *Summer Programs; *Talent

ABSTRACT

The report describes the objectives and accomplishments of a summer enrichment program, Migrantes Envueltos en Nuevos Temas de Educacion/Migrants Engaged in New Themes in Education (MENTE), for promising and talented migrant high schoolers. The program is a cooperative one with a university. Students selected by a review committee are tested for reading efficiency, writing ability, English facility, mathematics achievement, and self concept. Program offerings focus on language arts, quantitative skills, theatre arts, fine arts, physical development, personal development, and recreation. Other program features include parent involvement, field trips, and student representatives in decision making. Evaluative data include information on interrelationships among math and reading achievement and self concept. Also addressed are the program's personnel roles and staff needs and the role of the university. Recommendations are offered concerning future program operations. Appended material includes admissions evaluation sheets and a summary of student regulations and disciplinary procedures. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED234536

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

AN ENRICHMENT PROGRAM FOR MIGRANT STUDENTS:

MENTE/UOP

A Paper Presented at the
Council for Exceptional Children Conference
on the
Bilingual Exceptional Child
Phoenix, Arizona

by

Michael B. Gilbert, Director
The Bureau of Educational Research
and Field Services
University of the Pacific
Stockton, California

November, 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Michael B. Gilbert
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC160403

TABLE OF CONTENTS

	Page
BACKGROUND	1
OBJECTIVES	2
PROGRAM DESCRIPTION	3
Admissions Criteria	3
Diagnosis	4
Program Activities	5
Parent Involvement	7
Field Trips	8
Student Government	8
Coordination with Migrant Education	9
EVALUATION	9
Stanford Test of Academic Skills (TASK)	10
Edwards Personal Preference Schedule	13
Tennessee Self-Concept Scale	14
EXPERIENTIAL CREDIT	23
TIMELINE	24
PERSONNEL	25
STAFF	26
Director	26
Program Coordinator	26
Liaison	26
Secretary	26
Summer Staff	27
Instructional Staff	28
Support Staff	28
UNIVERSITY QUALIFICATIONS	29
An Overview of the University	29
A Description of the University of the Pacific	29
Major Goals and Primary Purposes of the University	29
Historical Development of the University	30
Special Characteristics of the School of Education	31
SUMMARY AND RECOMMENDATIONS	33

TABLE OF CONTENTS (continued)

APPENDICES

A: 1980 Award Letter
B: Admissions Evaluation Sheet
Staff Input Form
Personal Interview Form
Self-Study Form
C: Daily Class Schedule
D: Student Regulations and Disciplinary Procedures

LIST OF TABLES

		Page
I.	Stanford Test of Academic Skills	12
II.	Score Comparisons	16
III.	Interscore Relationships Pearson Product-Moment Correlations EPPS/Achievement	18
IV.	Interscore Relationships Pearson Product-Moment Correlations Self Concept/EPPS	20
V.	Interscore Relationships Pearson Product-Moment Correlations Achievement/Self Concept	22

BACKGROUND

Children from families engaged primarily in temporary or seasonal employment in agricultural and other activities have very special educational needs. The typical migrant student changes school from one to three times each year, resulting in a substantial number of instruction days lost. As a result, the migrant student's education suffers drastically. In addition, a large percentage of migrant students can be classified as limited-English proficient (LEP); hence, these youngsters encounter a language barrier in school. Thus, it becomes apparent that the children of migratory workers are among those who have the greatest need for adequate and appropriate educational opportunities. To address any deficiencies brought about by movement of the family and/or lack of facility in the language of instruction, additional experiences are oftentimes necessary so that the migrant child can maximize his/her full educational potential.

Since the Summer of 1980, the University of the Pacific, through the Bureau of Educational Research and Field Services, has offered a program of academic and personal enrichment for promising and talented migrant high schoolers; this program is called MENTE/UOP. It has served approximately 250 students from seven central California counties. Migrant children are classified as 1) moving across state boundries; 2) moving within state but across school district boundaries; or 3) not having moved within a twelve-month period.

Some research has revealed that 90 percent of migrant children do not receive high school diplomas. It is recognized that high school graduation in itself does not guarantee success in later life; however, skills acquired in school go a long way in preparing youngsters to be self-sustaining and productive members of society.

Programs exist already to assist migrant students enrolled in public school districts; also, the High School Equivalency Program is designed to assist migrant dropouts in passing the General Educational Development (GED) Test for a high school diploma. MENTE/UOP was designed to address the needs of promising and talented migrant high school students in a summer enrichment program.

OBJECTIVES

The overall purpose of MENTE/UOP is to open new horizons for students and their parents, who visit the program periodically. The following general objectives undergird MENTE/UOP:

1. To identify, recruit, select, and enroll promising and talented students entering grades 9-12 from regions and districts of the California Migrant Education Network in a summer enrichment program entitled MENTE (Migrantes Envueltos en Nuevos Temas de Educación/Migrants Engaged in New Themes in Education).

2. To diagnose the specific needs of each student so that he/she will be involved in individually appropriate experiences.

3. To provide adequate professional and support staff to ensure success of the project.

4. To implement an on-campus personal and academic enrichment summer program.

5. To involve intimately the parents of these students so that they will understand on a first-hand basis what is occurring.

6. To provide an on-going monitor and review procedure to assist with both formative and summative program evaluations.

7. To facilitate a continuing liaison between the program and the appropriate interested parties.

8. To provide periodic reports concerning the progress of the program.

This program is designed to provide highly meaningful experiences for all participants -- staff and students alike. Through their contact with the University community and through the special activities planned for the program, students have their horizons expanded with respect to their self concept and to the opportunities open to them.

PROGRAM DESCRIPTION

MENTE/UOP has the following components:

1. recruitment of students,

2. pre-implementation planning,

3. summer enrichment program, and

4. evaluation; continual monitor and review (described below) will provide output for the evaluation of the program and planning for subsequent years.

Admissions Criteria

The focus of this program is one of enrichment activities supplementary to the curriculum the participants receive in their homebase high schools. Hence, the

students are selected on the basis of their success potential and the probability of their being able to utilize the experiences provided within the context of the total program. It is expected that the screening of potential students will include the full range of student involvement with both subjective and objective measures of the student. To be examined minimally will be the student's grade-point average, staff input, written self-study (in the language with which the student is most comfortable), and an individual oral interview.

A review committee composed of professional educators and community members will examine the files of potential students. Mandatory for selection will be the availability for the six-week phase. (See Admissions Evaluation Sheet in Appendix B.)

Diagnosis

In order to best serve those students participating in the programs, it is necessary to have measures of their achievements and abilities. Each student entering the program will be tested for reading efficiency, the ability to write, facility in English, level of achievement in mathematics, and self concept. Success of many of the activities will depend on the proper placement of students in groups in which they find an attainable challenge.

It is emphasized that the testing to occur is not used for admission into the program. It is imperative that a student's progress be measured in order that he/she

continue to be involved in appropriate activities and that data are available to assess the accomplishment of project objectives.

Program Activities

It is recognized that migrant children possess abilities and skills that need identification, development, and nurturing so that these students may obtain maximum benefits from the educational and supportive services available to them. A large percentage of migrant students are enrolled in traditional curricula, with minimal or no emphasis on meeting the unique needs of these individuals. Available data indicate that only two percent of migrant students pursue post-secondary education; a substantial majority of migrant students never receive a high school diploma. No other group seems to suffer as much from disadvantaging factors of mobility, poverty level incomes, inadequate health care, and cultural and linguistic barriers which impact on educational achievement.

Historically, migrant education has placed a priority on remedial services to students in the areas of: English-as-a-second language, mathematics, reading, science, and social studies. Little emphasis has been given to the need to identify and provide services for promising and talented migrant students in the traditional high school setting.

Previous projects and needs assessments have provided the framework from which the following program

objectives have generated. These objectives guide the implementation of program activities.

1.0 Language Arts:

1.1 Each student will improve in reading efficiency.

1.2 Each student will be able to communicate better through instruction in speaking and listening skills.

1.3 Each student will improve his/her ability to converse in English.

1.4 Each student will improve his/her writing skills.

2.0 Quantitative Skills:

2.1 Each student will participate in an introduction to computer systems and programming.

2.2 Each student will receive instruction in the development and use of his/her creativity and curiosity related to scientific concepts.

2.3 Each student will participate in activities to bridge the gap between increasing scientific knowledge and the ability to understand science as it relates to our society.

2.4 Each student will receive instruction in understanding the basic principles in the physical and biological sciences and how they relate to other disciplines.

2.5 Each student will develop and enhance basic skills in the experimental laboratory.

3.0 Teatro:

3.1 Each student will increase his/her self concept through the self-actualization experiences provided within teatro (i.e., culturally-based performing arts activities).

3.2 Each student will enhance his/her self confidence through participation in singing, dancing, dramatic, and other forms of expressive activities.

4.0 Fine Arts:

4.1 Each student will participate in an introduction to art forms from both appreciatory and practical viewpoints.

4.2 Each student will participate in an introduction to music appreciation.

5.0 Physical Development:

5.1 Each student will receive instruction in basic physical conditioning, nutrition, and dental hygiene.

5.2 Each student will explore opportunities for lifelong leisure sports (e.g., swimming, volleyball, tennis, roller skating, bowling, etc.).

6.0 Personal Development:

6.1 Each student will be able to more clearly understand himself/herself through involvement in group activities addressing self awareness, values clarification, decision making, and coping strategies.

6.2 Each student will be able to understand career goals better through individualized and group counseling sessions.

6.3 Each student will identify leadership skills and work to develop those skills for himself/herself.

7.0 Recreation:

7.1 Each student will be involved in scheduled off-campus recreation and field activities.

7.2 Each student will participate in on-campus recreational activities at regularly scheduled times (e.g., racquetball, swimming, games, etc.).

Parent Involvement

It is crucial that the parents of the participants be involved intimately in the program. The more the parents are involved, the greater the potential

for support of the program objectives at home. Parents need to understand what the program is attempting to accomplish, so that they can reinforce their child's participation.

Parents of MENTE students visit the program periodically to undergo a brief orientation and to participate in activities especially designed for them. Some of these activities will include students acting as facilitators of learning.

Field Trips

While the University provides many opportunities and experiences, trips are planned to selected sites off campus to enhance program breadth. The academically-oriented field trips for 1982 were as follows:

* Point Reyes National Seashore
* Rancho Seco Nuclear Power Plant
* State Capitol (with an emphasis on government and a visit with the State Director of Migrant Education).
* Lawrence Livermore Laboratory

Student Government

The MENTE students elect student representatives to serve in a program advisory capacity and in dormitory governance. The areas of responsibility were:

1. To assist with peer discipline and supervision in the dormitories and on field trips
2. To assist in the planning for Parents Day.
3. To help with the organization of the formal dinner and dance.

4. To provide input for the closing day activities.

One person from each floor of each dormitory is elected to serve as the Student Government. They are active in the various program components where they are needed and initiate several projects on their own, such as a student directory so that each student could have the home addresses of all the students and keep in touch during the year. (See "Student Regulations and Disciplinary Procedures" in Appendix D.)

Coordination with Migrant Education

1. All parents and Migrant Education liaisons are given a schedule of classes, activities, and student rules.

2. Parents and Migrant Education staff are invited to special activities.

3. Migrant junior high school students are invited to visit the MENTE Program.

4. Mini-Corps participants are assigned to the MENTE Program.

EVALUATION

Activities to monitor and review continually the program as it is being implemented are necessary to assess the accomplishments of objectives and progress of the participants. The initial implementation years provided much of the data to determine the future direction and planning of the program; hence, it is vital that intensive process and product evaluations continue to be conducted.

The bulk of evaluation activities occurred during and immediately following the summer phase. These

activities included the establishment of an evaluation design, a data base, and a computer program for the analysis of all the "hard" data. In addition, program monitoring of the methodology of implementation was performed on an ongoing basis to be of use for the future of the project.

In all three years of MENTE/UOP, final program approval was given too late for any testing to be done prior to the onset of the program. As a result, the testing done provided only static measures of each year's program and for comparison with national norms and other years.

Stanford Test of Academic Skills (TASK)

To measure the achievement levels of the MENTE students, the Stanford Test of Academic Skills was used. More than 50 percent of the students were in the lower three stanines in Reading and English when compared with the national norms. Sixty percent of the students scored in the middle three stanines in Math.

In terms of actual achievement, the MENTE students scored in the average or below-average range. Language ability seemed to be the lower achievement area. This may be due, in part, to interference of a second language -- all the students were bilingual in Spanish, the primary language for most, if not all, of the students.

Table I below shows the growth of the students in the three years of the program. It is noted that highly

significant differences existed in the Reading and English scores. This should be interpreted as students' abilities in these areas rather than on program impact; no one who attended in 1982 was present in 1980.

TABLE I

MENTE/UOP 1980-82

Mean Achievement Scores Comparison

Stanford Test of Academic Skills

	Reading* Scaled Score	N	English* Scaled Score	N	Math Scaled Score	N
1980	151.59	73	155.10	72	176.33	72
1981	164.34	62	n/a		n/a	
1982	173.20	76	177.91	76	181.49	72

* The difference between the means is significant, $p < .01$

Edwards Personal Preference Schedule

The Maslow Adaptation of the Edwards Personal Preference Schedule was used to measure certain needs of the students. The three measures were: 1) achievement, 2) change, and 3) endurance.

Achievement is associated with the following manifest needs: to do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others and/or to write a great play or novel. The analysis of test results is done according to sex. The MENTE males scored at the median, when taken as a group; the females were slightly above average.

Change has the following manifest needs: to do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, and/or to participate in new fads and fashions. The MENTE males were slightly above average; the MENTE females were slightly below average.

Endurance is associated with the following manifest needs: to keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep at a puzzle or problem until it is solved, to work at

a single job before taking on others, to stay up late hours working in order to get a job done, to put in long hours of work without distraction, to stick with a problem even though it may seem as if no progress is being made and/or to avoid being interrupted while at work. Both male and female MENTE students scored much lower in this area.

In the interpretation of these data, one may ascertain that the MENTE students had average needs in achievement and change and substantially lower needs in endurance. When comparing the sexes, the females showed a slightly higher need for achievement, but a substantially lower need for change. This suggests that the females were more stability-oriented and traditional, but were, nevertheless, needful of achievement. Both groups showed the same needs for endurance, which, again, were lower than the norm. This suggests that tasks needed to be short in duration or quicky evident of success for this group.

Tennessee Self-Concept Scale

Self concept is what one thinks and feels about oneself. On the Tennessee Self-Concept Scale, the group means on three measures appeared to be substantially different from the national norms; these measures were: True/False, Net Conflict, and Total Conflict.

The True/False Ratio (T/F) is a measure of response bias, an indication of whether the subject's approach to the task involves any strong tendency to agree or disagree. High T/F scores indicate the individual is achieving self definition or self description by focusing

on what he/she is and is relatively unable to accomplish the same thing by eliminating or rejecting what he/she is not. The MENTE students scored substantially higher than the national norm.

Net Conflict scores correlate highly with T/F scores. They measure the extent to which an individual's responses to positive items differ from, or conflict with, his/her responses to negative items in the same area of self perception. High scores indicate an over-affirmation of one's positive attributes. The MENTE students scored substantially higher than the norm.

Total Conflict scores reflect the total of conflict discrepancies. High scores indicate confusion, contradiction, and general conflict in self perception. Here, again, the MENTE students scored higher than the norm.

What one may interpret from these results is that the MENTE students form their self image by focusing on what they are, over-affirming their positive attributes, and indicating substantial confusion and contradiction in this image. Some of these perceptions may be explained by having to cope with at least two cultures -- one that predominates in general society and the other that exists in the home.

Table II shows the comparison of all scores between the youngsters who attended in 1980 and those who attended in 1982. The only significant differences were in Reading and English achievement.

TABLE II

MENTE/UOP

Score Comparisons

1980 & 1982

	1980	1982
Edwards Personal Preference Schedule[1]		
Achievement	.310	.354
Change	-.075	.002
Endurance	-.356	-.488
Tennessee Self Concept Scale		
True-False Ratio	1.68	1.71
Net Conflict	14.51	21.28
Total Conflict	41.58	45.84
Stanford Test of Academic Skills		
Reading*	151.59	173.20
English*	155.10	177.91
Math	176.33	181.49

[1]Converted normal scores

(*The difference between the means is highly significant, $p < .01$)

Table III shows the relationships between the needs scores on the Edwards Personal Preference Schedule (EPPS) and the achievement scores for the composite MENTE group, 1980-82. Significant positive relationships are shown between the need for achievement and achievement in Reading and Math, especially for the males.

TABLE III

MENTE/UOP 1980-82

Interscore Relationships

Pearson Product-Moment Correlations

EPPS[1]	Achievement Reading	English	Math
Achievement	.102	.102	.154*
(n)	(132)	(132)	(127)
Male	.254*	.159	.217*
Female	.065	.092	.139
Change	.058	-.050	.063
(n)	(132)	(131)	(127)
Male	-.001	-.202	-.020
Female	.089	.036	.162
Endurance	-.071	-.076	-.082
(n)	(132)	(131)	(127)
Male	.054	-.004	-.033
Female	-.154	-.119	-.123

[1]Edwards Personal Preference Schedule
* p < .05

18

Table IV shows the relationships between the EPPS and self concept. Again, only the males showed significant relationships where they existed. Negative relationships were shown between the need for achievement and the self-concept measures of the True-False Ratio and Net Conflict. One might speculate that the higher the need for achievement, the less the propensity to over-affirm one's self concept and to be able to define oneself only with positive attributes.

A positive relationship was shown between the need for endurance (completion of tasks) and Total Conflict. This suggests confusion and contradiction in defining oneself and needing to stick with a job unti it is done. This may relate to the migrancy factor, especially in the males.

TABLE IV

MENTE/UOP 1980-82

Interscore Relationships

Pearson Product-Moment Correlations

	Edwards Personal Preference Schedule		
Self Concept	Achievement	Change	Endurance
True-False	-.108	.160*	-.197*
(n)	(126)	(126)	(126)
Male	-.305*	-.083	-.172
Female	.060	-.003	-.183
Net Conflict	-.116	.191	-.125
(n)	(127)	(127)	(127)
Male	-.359**	.138	-.021
Female	.030	.038	-.159
Total Conflict	-.097	.054	.037
(n)	(127)	(127)	(127)
Male	-.114	.084	.277*
Female	-.062	-.121	-.132

* $p < .05$
** $p < .01$

The relationships between achievement and self concept are shown in Table V. It is noted that all the relationships are negative. Where the relationships are significant, and according to the scores when seen separately, may suggest that as one achieves better, the easier it is for one to define his/her self concept.

TABLE V

MENTE/UOP 1980-82

Interscore Relationships

Pearson Product-Moment Correlations

Achievement	Self Concept: True-False	Self Concept: Net Conflict	Self Concept: Total Conflict
Reading	-.005	-.203**	-.137*
(n)	(186)	(187)	(186)
Male	-.276**	-.253**	-.087
Female	-.013	-.141	-.173*
English	-.284**	-.157*	-.075
(n)	(137)	(138)	(138)
Male	-.301**	-.127	-.038
Female	-.249*	-.150	-.094
Math	-.109	-.113	-.121
(n)	(134)	(135)	(135)
Male	-.106	-.163	-.019
Female	-.081	-.037	-.212*

*p < .05
**p < .01

What one may generalize from the assessment data is that achievement is helpful and healthy in defining oneself and that the males seemed to evidence more significant relationships than the females. Cultural role images may interfere, which suggests possible intervention and training opportunities if change is desired.

EXPERIENTIAL CREDIT

The direct student contact in MENTE activities allows the award of units of credit determined on a Carnegie basis (one unit for each 12.5 hours of direct contact). This credit is arranged through each student's home district. Additionally, grades are offered so that each student may improve his high school grade-point average.

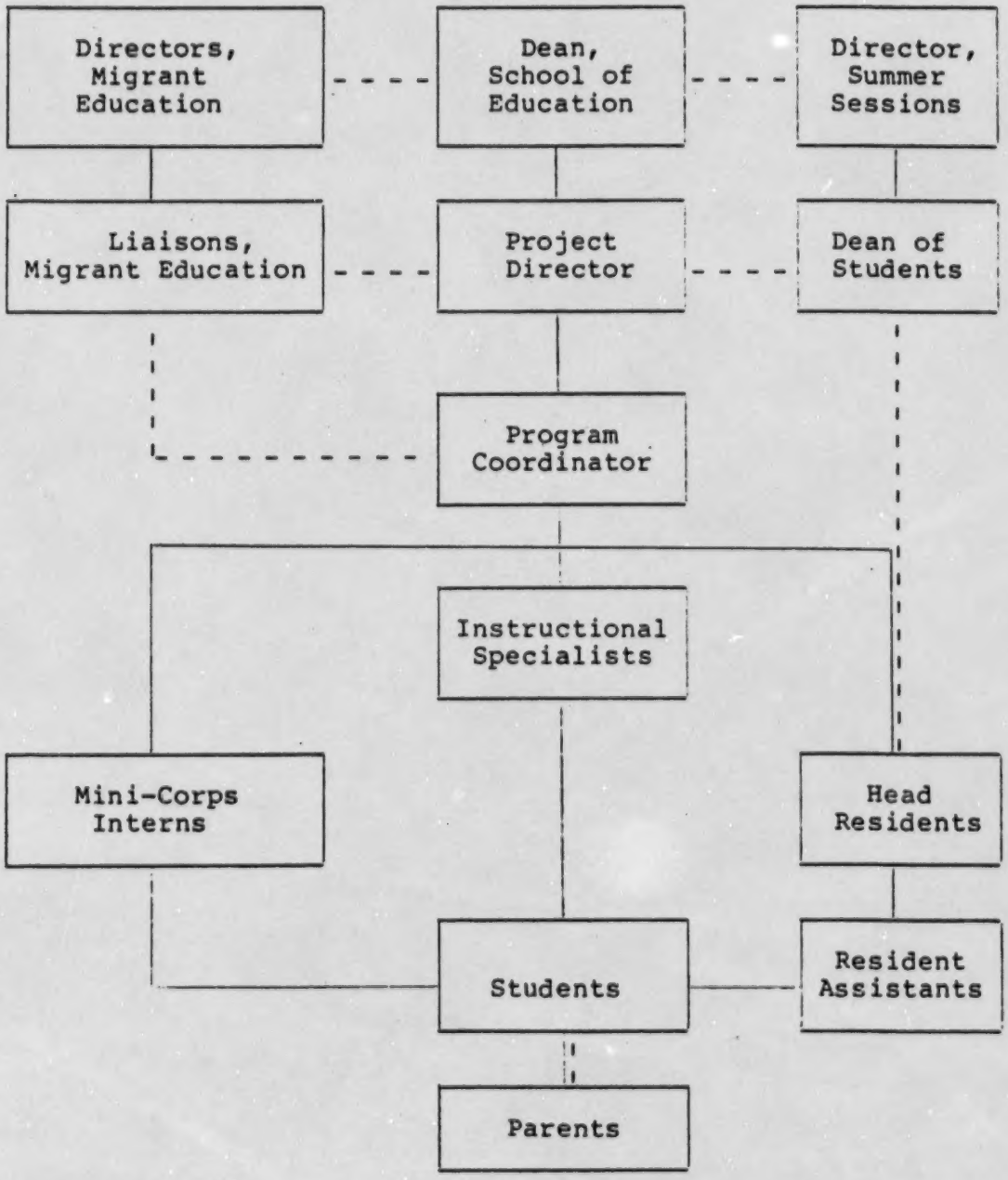
TIMELINE

It is optimal that MENTE/UOP be a year-round program; however, fiscal constraints have precluded academic-year activities (with one exception). The timeline below indicates the approximate times during which program activities occur after approval is granted. (A copy of the summer program schedule is found in Appendix C.)

April	May	June	July	August	September
Curriculum, Planning, and Development XXXXXXXXXXXXXXXXXX					
	Student Recruitment and Assessment XXXXXXXXX				
	Staff Recruitment XXXXXXXX				
		MENTE/UOP Implementation XXXXXXXXXXXXXXXXXX			
			Student and Staff Evaluation XXXXXXXXXXX		
				Summative Project Evaluation XXXXXXXXXXXXX	

PERSONNEL

A chart of the program organization and the articulation of the various components is shown below.



STAFF

Director

The responsibilities of the Director are to oversee all program activities from planning through implementation and evaluation. He reports to the Dean of the School of Education of the University of the Pacific and consults with other appropriate parties to keep them updated as to the progress of the program.

Program Coordinator

A full-time Program Coordinator has responsibility in the planning and implementation of the program. He/She reports to the Director and maintains an ongoing line of communication with the Offices of Migrant Education.

This person should be an articulate bilingual professional educator with practical experience. He/She should have a variety of teaching and administration experience in the primary, secondary, and/or university levels.

Liaison

Each Director of Migrant Education may designate a liaison to work cooperatively in an advisory capacity with the Director and Program Coordinator in the planning, implementation, and evaluation of the MENTE Program.

Secretary

A full-time secretary is available for project planning and implementation. He/She will be answerable to the Project Director through the Program Coordinator.

Summer Staff

For the implementation of the summer phase of the project, there are assigned instructional specialists, head dormitory residents, resident assistants, and recreation coordinators. Additionally, the program is served by Mini-Corps participants. These are individuals who have been trained in various aspects of education and who are credentialed currently or are in the process of finishing their respective programs. These people are used to augment the total program. Also, they serve, by their presence, as role models for program participants.

MENTE/UOP STAFF NEEDS

for 100 students

Instructional Staff

1.	Language Arts	5 instructors
2.	Science/Math	5 instructors
3.	Music/Dance	4 instructors
4.	Art	2 instructors
5.	Teatro	4 instructors
6.	Leadership	2 instructors
7.	Recreation	2 instructors
		6 Mini-Corps

Support Staff

1. 3 female resident assistants
2. 3 male resident assistants
3. 1 community aide
4. 1 secretary
5. 1 Program Coordinator
6. 1 Program Director

UNIVERSITY QUALIFICATIONS

An Overview of the University

The University of the Pacific, with its main campus in Stockton, California, is comprised of ten schools and colleges with facilities at four locations in California and in several foreign countries. This section presents an overview of the total University and an in-depth discussion of the School of Education and its role in program development.

A Description of the University of the Pacific

The University of the Pacific is a private non-sectarian institution. The central administration, two liberal arts colleges, five professional schools, and the Graduate School are located on the Stockton campus. The McGeorge School of Law, which affiliated with the University in 1966, is located in Sacramento, California. The School of Dentistry, formerly the College of Physicians and Surgeons, is located in San Francisco, California. Fallon House Theatre, in California's Columbia State Park, is the site of the Drama Department's summer repertory.

Major Goals and Primary Purposes of the University

The University of Pacific has always emphasized quality of academic program, scholarship, and selection of student body, rather than size. The liberal arts colleges provide, each in its own way, curricula based on a core of subjects which deal with man and the universe, with man's history and his creative thinking, self-expression, and skill in discovering the truth.

A corollary purpose is to provide students with opportunities in professional fields and advanced areas of specialization which are supplementary to the major University goals. They include the goals and objectives for music, education, engineering, law, business and public administration, dentistry, and graduate studies in various area.

Depth and diversity of the program for the individual student on the Stockton campus is assured through the policy of permitting any student enrolled in one of the liberal arts colleges to take courses for credit in any of the others. The University believes in a friendly mutuality between students and faculty and in a program of student activities to give opportunitity for creative expression and the development of leadership.

Historical Development of the University

The University of the Pacific was established in 1851 as the first chartered institution of higher learning in California. Originally founded in Santa Clara, the campus was later moved to San Jose and, in 1924, to its present location in Stockton.

Throughout its history, the University of the Pacific has been recognized as a leader in educational innovation. It provided the West Coast with its first medical school in 1858 (later it became part of Stanford and, today, is the Pacific Medical Center), its first Conservatory of Music in 1878, the first of its "cluster

colleges" and its first four-year private institution in the central valley.

The University of the Pacific also has pioneered in being the first in the nation to offer an undergraduate Teacher Corps Program, the first to send an entire class to an overseas campus, and the first to establish a Spanish-speaking inter-American college. A School of Education, offering upper division and graduate work, was established shortly after the move to Stockton in 1924. In 1955, the University opened its School of Pharmacy and in 1956 it recognized a prior graduate division, started in 1925, as a Graduate School.

The School of Engineering was established in 1957. In 1962, the College of Physicians and Surgeons, a School of Dentistry founded in San Francisco in 1896, merged with the University of the Pacific.

This was followed, in 1963, with the opening of Elbert Covell College, the first bilingual-bicultural college in the United States. Elbert Covell College maintains a Latin American program in Costa Rica. McGeorge College of Law, an independent law school founded in Sacramento in 1924, amalgamated with the University of the Pacific in 1966 and became its School of Law. In 1977, the School of Business and Public Administration began its program.

Special Characteristics of the School of Education

Under the leadership of Dean Oscar T. Jarvis, the School of Education has flourished, in part, through the

implementation and augmentation of varioius programs. The most current is MENTE/UOP, directed by Dr. Michael B. Gilbert, which received national recognition. The North American Association of Summer Session Administrators presented its 1980 Creative and Innovative Program Award in the Small School Category to the University of the Pacific for the MENTE Program (see Appendix A).

The High School Equivalency Program (HEP), directed by Dr. Paul Nava, is designed to recruit migrant individuals between the ages of 17 and 24 into the University setting and to provide them with assistance in preparing to take the General Educational Development (GED) Test as an alternative to the traditional high school diploma. One of the requirements for admission to HEP is that the individual has been out of school for at least six months; hence, were it not for HEP, most of these students might never have a diploma, or its equivalent.

The Community Involvement Program (CIP), directed by Dr. John Jones, is an outreach effort of the University into the greater Stockton community. This program is designed to identify and encourage promising students to apply for admission to the University. Each student must have clearly defined educational goals, be willing to return to the community after graduation, and be classified as historically disadvantged. Upon matriculation, students receive a 90 percent tuition rebate and may qualify for additional financial aid. Since the inception of the program in 1969, there have been more than 700

participants; of these, over half have been graduated. Current enrollment figures show that almost 87 percent of the students involved in CIP are minorities.

The bilingual/cross-cultural education programs are currently in their eighth year of implementation. The traineeship program is headed by Dr. Frank Ciriza and the doctoral fellowship program is directed by Dr. David Baral. The aim of these programs is to enroll students from the baccalaureate through the doctoral levels in courses of study with foci in the departments of the School of Education and an emphasis on bilingual/cross-cultural education. Students must have language facility in Spanish or Cantonese and have had experience in Hispanic or Chinese cultures. Currently, about 100 students are enrolled in these programs.

Dr. Margaret Langer directs the Academic Skills Center of the School of Education. The ASC provides instruction in reading and writing efficiency for students who want to increase their basic language arts skills. In addition, a language laboratory is available for those who want to become more proficient in English, Spanish, Japanese, or any of the other languages taught at the University.

SUMMARY AND RECOMMENDATIONS

The third summer of MENTE/UOP showed a marked improvement in some areas over the initial years. Many of the students knew something of MENTE beforehand and were eager to enter the program. The admissions screening by

the districts provided the program with a well-motivated group.

In all, students seemed to involve themselves more deeply in the program and were desirous of maximizing their time. The refinement and implementation of the career development component helped students to clarify who they were and what opportunities were open to them.

The following recommendations are offered to improve subsequent implementations:

1. Funding approval must occur no later than April 1, so that staff can be hired, materials can be ordered, programming can be planned, and adequate recruitment and testing can be done. Late approval retards severely the potential success of the program.

2. Mini-Corps should continue to be assigned at a ratio of about 15 or one.

3. Norm-referenced/standardized testing should occur prior to program entrance. In that way, students could be grouped and assigned appropriately before their arrival. Also, benchmarks for growth could be established.

4. Student followup activities should be planned throughout the school year to provide additional reinforcing experiences.

MENTE is a rare and unusual opportunity for migrant youngsters. Feedback has indicated program success. Objective test data have shown the need for this type of program.

The MENTE "graduates" are potentially tomorrow's leaders in more than a narrow ethnic sense. They can be the hope of their communities and of society. MENTE is designed to allow these youngsters to maximize their potential.

APPENDIX A

(209) 946-2424

UNIVERSITY OF THE PACIFIC Stockton, California 95211

CONTINUING EDUCATION AND SUMMER SESSIONS

November 24, 1980

Dr. Michael Gilbert, Director
Bureau of Educational Research
and Field Services
School of Education
CAMPUS

Dear Dr. Gilbert:

It is my great pleasure to inform you that the North American Association of Summer Sessions Administrators has presented its 1980 creative and innovative program award in the small school category to the University of the Pacific for the MENTE program, which you coordinated. It was my special pleasure to be able to receive a plaque from the Association at its 1980 annual meeting recently in Charlotte, North Carolina. More than thirty nominations were received from throughout the country, and only two awards were made.

The work of you, Dean Jarvis, Pedro Castaneda, and the many faculty who ran the program made it so successful, demonstrating once again the university's commitment to serving minority communities with programs of high academic quality. My personal congratulations to you for such a successful endeavor.

Sincerely,

Lawrence R. Murphy, Dean
Continuing Education and
Summer Sessions

LRM/ajm

cc: Dean Oscar Jarvis
Pedra Castaneda

APPENDIX B

MENTE/UOP
Admissions Evaluation Sheet

This form has been devised to provide approximately equal weight on subjective and objective measures for students applying for admissions to MENTE/UOP. The final score will be weighted where indicated to account for exceptional deficiencies or accomplishments.

Student Name_____ Address_____

Year in School_____ _____

I. Grade Point Average

Points	GPA
1	<2.00
2	2.01-2.50
3	2.51-3.00
4	3.01-3.50
5	3.51-4.00

GPA Points_____

II. Staff Input Form

Points	Interpretation
1	Some reservations about potential success.
2	Average student; expected to be successful.
3	Exceptional student; no reservations.

Staff Points_____

III. Personal Interview

Points	Interpretation
1	Very weak
2	Slightly below expectations for success
3	Clearly adequate for program participation
4	Above average; no doubt about success
5	Outstanding; will be an asset/leader

Interview Points_____

IV. Self-Study

Points	Interpretation
1	Student is unclear about own goals, participation in MENTE, and possibility for success.
2	Student is unsure about future and what he/she would derive from MENTE.
3	Student feels positive about entering MENTE and is clear about own goals.
4	Student is sure about what he/she will derive from MENTE and how it will help him/her achieve future aspirations.

Self-Study Points_____

V. Accomplishment Coefficient

A.C.	Work Analysis
.8	History reveals serious deficiencies which potentially limit success in MENTE
1.0	Typical student without serious deficiencies
1.1	Outstanding accomplishments documented by awards, certificates of recognition, honors, etc.

Applicant Index = Point Total x Accomplishment Coefficient

Applicant Index : _____ x _____ = _____

(A score of 10 is desirable for admissions into MENTE/UOP)

_____ _____
(name) (title)

ACADEMIC STATUS REPORT

(FOR 12TH GRADE MIGRANT STUDENTS)

STUDENT'S NAME: _____ DATE: _____

SCHOOL: _____

THE ABOVE NAMED 12TH GRADE MIGRANT STUDENT WILL BE UNABLE TO GRADUATE AT THE CONCLUSION OF THE CURRENT SCHOOL YEAR BECAUSE OF THE FOLLOWING ACADEMIC DEFICIENCIES:

COURSE/SUBJECT	UNITS (IN THIS SUBJECT) NEEDED TO GRADUATE	STUDENT HAS FAILED THIS COURSE IN PREVIOUS YEARS	STUDENT IS CURRENTLY FAILING THIS COURSE	STUDENT HAS NEVER TAKEN THIS COURSE

REMARKS: _____

_____

_____

_____

SIGNED: _____ POSITION: _____ DATE: _____

Participant Recommendation
MENTE/UOP Project, Stockton CA

School District_____ Date_____

Resource Teacher_____

Name of Student_____ Sex: F__ M__

Student's Address_____

Student's Telephone Number ( ) -

Migrant Status_____ Date of Birth_____ Grade_____

Name of Parent's_____

1. Describe the student's special talent, (e.g., academic, affective, art form, etc.).

2. Describe the student's attitude and performance to the instructional component; to extra curricular activities.

3. Relate any unusual accomplishments realized by the student.

4. If the student is viewed as a leader by other students, how is this demonstrated?

5. How does this student exhibit originality, creativeness, initiative, elaboration of ideas, willingness to examine the unusual; cause-effect; facility in expression (English or native language).

6. Please explain reasons as to why it would be important to the student to participate at UOP.

Name (Referrer) _____ Signature _____ Title _____

RD4

Self-Evaluation

Directions: The student interested in the MENTE/UOP Program should write a brief autobiography including personal, academic, and future goal expectations.

Use back if needed

Student Interests. Please place a 1,2,3, or 4 in each line.
1=first choice 2=second choice 3=third choice 4=fourth choice

____ Poetry ____ Music ____ Debate ____ Dance

_____
name

RD9

APPENDIX C

MENTE Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30 - 10:00	Language Arts (Knoles 307) (Sears 114) (Colliver 101) Math/Science (TBA)	→	→	→	→	Special Programs/ Field Trips 6-26 Point Reyes National Seashore 7-4 Parents Day	
10:10 - 11:40	Math/Science Language Arts	→	→	→	→		
11:50 - 12:50	Lunch	→	→	→	→	→	→
1:00 - 2:30	Music (WPC 122/134) Art Appr. (Ed. 205) through 6/29 Art Appreciation (Quonset 5, 105)	→	Field Trips 6-30 (Rancho Seco) 7- 7 (ST Capitol) 7-14 (Lawrence Livermore Lab)	Public Speaking (Ed. 205/206) Research (Library) Art (Quonset 5, 105) Music (WPC 122/134)	→		
2:40 - 4:20	Art/Art Appreciation Music	→	↓ ↓ ↓	Research (Library) Public Speaking Art Music	→		
4:30 - 5:50	Recreation	→		Recreation	→		
6:00 - 7:00	Dinner	→	→	→	→	→	→
7:00 - 8:30	Personal Development (TBA)	→	→	→	→	→	→
9:00 - 11:00	Study	→	→	→	→	→	→

APPENDIX D

UNIVERSITY OF THE PACIFIC
MENTE PROGRAM

STUDENT REGULATIONS AND DISCIPLINARY PROCEDURES

Introduction

We are in MENTE because we care for ourselves and for each other. We see this program as an exceptional opportunity to develop our potential, and we intend to take full advantage of it. These rules are necessary to ensure an orderly atmosphere in which educational work can be conducted and personal growth enhanced. These rules are reasonable and fair.

More important than the regulations, however, is the spirit of MENTE. It is a spirit of friendship, cooperation, respect, and support for one another. It is also a spirit of honesty, dedication, and learning. This is our program. We are MENTE. And if all of us do our best, all of us will succeed.

Rules

ACADEMIC WORK:

The students are expected to participate and complete all work assigned by their instructors.

ATTENDANCE:

The students are expected to attend all class periods and evening study sessions unless they are ill or are otherwise excused by the Coordinator or Director.

Because credits will be awarded and MENTE is only four weeks long, missing one day is like missing a whole week of regular school; therefore, we must be very strict regarding attendance. PLEASE READ THE FOLLOWING ATTENDANCE REGULATIONS VERY CAREFULLY:

1. Three (3) days or eighteen (18) hours of excused and unexcused absenses to the classes will result in the student being dropped from the summer program. Grades may also decrease according to individual instructors.

   Students who are dropped from the summer program will not receive credit or grades for summer classes.

2. Students who are more than five (5) minutes late and do not have a valid reason for being tardy will have one (1) hour of unexcused absence counted against them.

3. Absences or tardies to class will not be excused unless the teacher receives a "staff report" which explains the absence or tardy from another MENTE staff member.

4. A cumulative record of hours missed will be maintained for each student. Students who accumulate eight (8) hours of unexcused absenses will receive a warning. Students who accumulate twelve (18) hours will be dropped.

5. Excessive excused absences may also result in a student being dropped from the summer program, but each case will be decided individually by the Program Director.

CONDUCT:

The students are expected to behave at all times in a manner that reflects respect and consideration for each other, for the program, for the University and its personnel, and for themselves. Fighting, stealing, the use of drugs or alcohol, disrespect, failure to follow staff instructions, and disorderly conduct are against the spirit of MENTE and are very serious offenses. Specific infractions and their consequences will be discussed later.

CIGARETTES:

Cigarette smoking is discouraged for health and safety reasons. No cigarette smoking is allowed.

SCHEDULE:

The students are expected to follow the program's schedule. This includes being in classes and in study hall at the prescribed times, getting back to the dorm by 9:00 p.m., getting to their rooms by 9:00 p.m., and lights out by 11:00 p.m.

LEAVE OF ABSENCE:

For a valid medical reason, students will be allowed to leave campus during regularly scheduled activities with the written permission of either the Director or Coordinator. The hours missed will still be added, however, to the total number of hours missed, if they occur during class times.

ACCESS TO ROOMS:

Males are not allowed in the females' rooms, nor are females allowed in the males' rooms. Non-program participants of either sex are not allowed on any floor or room with the exception of helping students move in or move out and on visitation day.

DRUGS OR ALCOHOL:

The use or possession of alcohol or drugs (except those prescribed by a doctor) is strictly forbidden and will be dealt with severely. The sale or use of alcohol will result in immediate explusion from the program and referral to the appropriate authorities.

FOOD:

No food will be allowed in the dorms at any time. Eat your food in the cafeteria or outside.

WEAPONS:

The use or possession of weapons is strictly forbidden. Whether some instrument a student has may be considered a weapon or not will be determined by program staff. Firecrackers are not allowed.

STEALING:

Stealing is illegal. Taking objects from one another or any facility while participating in the program will result in immediate dismissal.

PETS:

Pets are not allowed in the dormitory.

RADIOS, STEREOS, ETC.:

Television sets are not allowed in the students' rooms. The students may have radios, stereos, cassette players, etc. in their rooms, but they must keep them at a reasonable volume and turn them off by 11:00 p.m. This type of equipment may be confiscated and held by the Coordinator if used in a disturbing manner. The program is not responsible for loss or damage of this equipment.

UPKEEP OF ROOMS AND CARE OF UNIVERSITY PROPERTY:

The students are responsible for keeping their rooms clean and undamaged. Each room will be checked immediately after the student's arrival and again before departure. Both roommates will share the cost of missing or damaged items. If any personal or University property is damaged or stolen, it should be reported to a MENTE staff member immediately.

Students caught damaging or defacing other students' or University property will be dealt with severely.

ROOM INSPECTIONS:

In order to ensure the safety and welfare of the students and to facilitate the smooth operation of the program, room inspections may be conducted at any time by the Program Director or his representative.

KEYS:

Each student will be issued a key to his/her room. A fee of $2.00 will be charged to the student for each lost key.

SUPPLEMENTARY RULES:

The Program Director has the authority to issue supplementary rules as the need arises. These rules will be reasonable and fair, and their rationale will be explained to the students.

ROMANCE:

Any overt displays of affection are discouraged and may be subject to disciplinary action.

ILLNESSES:

If a student contracts a mild illness and needs to rest quietly in his/her room, permission must be received by the Director or Coordinator. However, times missed from class will be counted in total number of hours missed.

CARS:

Cars are not allowed on campus during the summer program.

VISITORS:

Visitors from outside the program are not allowed. Parents are allowed on July 4th only.

OVERNIGHT VISITATIONS:

Each student must sleep in his/her assigned room only.

Disciplinary Procedures

1. Every MENTE staff member will have the authority and the responsibility to report violations of program rules.

2. These reports will be submitted daily to the Coordinator in written form (a form called "behavioral referral" will be provided for this purpose). The staff member writing the report will keep a copy of give a copy to the student concerned.

3. Every day the Coordinator (assisted by other senior staff members) will set aside some time to hear student appeals of staff reports. Times will be posted.

4. If the student disagrees with the Coordinator's decision, he/she may appeal to the Student Government Board, which is composed of students and staff members appointed by the Program Director. The Board may uphold the Coordinator's decision, or it may make an alternative recommendation to the Program Director. The Board will convene only if requested by a student.

5. The Program Director will make a final decision in a student's case after a meeting of the SG Board.

6. No student will be separated or expelled from the program without the explicit consent of the Program Director.